



**Rugeley
John Taylor
School**

Relationships and Sex Education Policy
September 2025

1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a secondary academy, we must provide RSE to all students under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Rugeley John Taylor School we teach RSE as set out in this policy.

3. Policy development

This policy will be developed in consultation with staff, students and parents. The consultation and policy development process will involve the following steps:

1. Review – a member of senior staff and staff working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to have a role in development via online forms and invitation to attend on site discussion groups at relevant points
4. Student consultation – we investigated what exactly students want from their RSE through student voice feedback
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationship and Sex Education (RSE) is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal

identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We will develop our curriculum in consultation with parents, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religion & World Views (RW). Some aspects will be covered through focussed drop-down days and time will be built into the curriculum to add additional opportunities to address any relevant emerging needs.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum including specific times when all aspects of sex education are taught, please refer to Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all student's experiences
- During lessons, makes students feel:
 - Safe and supported

- Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation and scaffolding needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

7. Use of external organisations and materials

Any external organisations who are used to support the delivery of RSE, will be reviewed annually and in each instance we will ensure that the agency, and any materials used, are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with students' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)

- The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
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- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case study materials and look for feedback from other people the agency has worked with
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE (see section 9).

8.2 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring students' progress
- Responding to the needs of individual students

- Responding appropriately to students whose parents wish them to be withdrawn from the components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The Senior Leadership Team, along with identified members of staff, have the responsibility of planning and providing resources to allow the effective delivery of RSE by colleagues. They also have the responsibility of providing support and training to colleagues and monitoring the effectiveness of RSE delivery in the school, and ensuring that all PSHE teachers receive up-to-date CPD training on all relevant topics relating to PSHE and RSE.

8.3 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents have the right to withdraw their children from the components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative schoolwork will be given to students who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team through:

- Student voice
- Work scrutiny
- Staff voice
- Learning walks
- Resource development

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by Governors and necessary.

Appendix 1: RSE Curriculum Maps

Personal Development lessons take place every week, for all students, and are supplemented by additional activities which take place during assemblies and the tutor programme. RSE is delivered as part of the Personal Development curriculum, which also includes employability skills, British Values, and Spiritual, Moral, Social and Cultural development, to prepare students for life beyond school.

Below is an example of how the Personal Development curriculum will be sequenced within the secondary phase:

	1a	1b	2a	2b	3a	3b
Year 7	<u>How can I be a positive member of the school community?</u> • Making Friends – Positive and healthy friendships. • Transition – Making the transition to secondary school. • Kindness – How should I treat others? • Positivity – Why is it important to be positive? • Being a successful part of the school community.	<u>It's MY body</u> • Puberty • Strategies to manage the physical and mental changes that are part of growing up. • Wet dreams • Periods • General changes • How the body changes throughout life and as you grow up. • Basic hygiene and why it is important	<u>Safe society</u> • Prevent • Privacy • Communication • Exploitation scenarios (online) • Grooming • Managing online relationships • Manage personal risk when out in society • Risk associated with gambling, chance-based transactions and peer influences.	<u>Healthy body, Healthy Mind</u> • Mental well-being • Articulate emotions • Characteristics of mental health • Language and mental health, stigmas and myths. • Recognise when others may need help • Health and fitness • Self-esteem and confidence • Strategies for Resilience dealing with setbacks	<u>Online communication</u> • Fake news • Body image • Boundaries • Recognise peer influences how to manage this • How can peers play a role in supporting pressure from social media harmful norm and access support. • The need for peer approval 'likes' • Factors that affect young people joining gangs, gang like behaviour • Strategies to manage joining gangs • Motivations, misconceptions, and consequences for carrying weapons.	<u>My Rights and Responsibilities?</u> • Consumer rights • Human rights – including rights in relationships. • Equality – racial, gender etc. • The justice system
	1a	1b	2a	2b	3a	3b
Year 8	<u>Democracy</u> • How is Britain governed • Government	<u>Equal But Different 1</u> • History of LGBTQ+ • Misconceptions	<u>Peer on Peer Abuse</u> • Types of Abuse	<u>Drugs and Health</u> • What a healthy lifestyle looks like	<u>Parenthood</u>	<u>Equal but different 2</u> • Discrimination • BLM

	•Democracy and Voting •Elections •Human rights •Parliament •Law and order in Britain	•Gender identity •Sexual identity •Discrimination •Celebrating diversity	•Spotting signs of Abuse (Brook Traffic Light model) •SVSH – definitions •Right and Wrong behaviours •Support available accessing relationships and sex information •The idea of consent	•Long-term and short-term effects of alcohol smoking and drugs •Classification of drugs •The law on drugs •Alcohol and units •Keeping safe (alcohol) •Smoking and vaping •Myths and facts •How to access help services	•Unplanned pregnancy, consequences, sources of support •Pregnancy cycle what happens? •Insight into parenthood •Effects on fathers and mothers, roles of parents •Importance of stable, long-term relationships •Family support and outside agencies •Marriage is a legal, social and emotional commitment	•Misconceptions •Celebrating diversity •Definitions •Disabilities
	1a	1b	2a	2b	3a	3b
Year 9	<u>Positive Relationships</u> •Healthy Relationships and the different kinds, friends, family, romantic, intimate and the factors affecting them •Sexual attraction and sexuality are diverse •Clear boundaries around life and personal information •Self esteem •Body image/media •Portrayal of sex in the media •Pornography •Social influences	<u>RE TOPIC 1</u>	<u>How do I maintain a healthy lifestyle?</u> •What a healthy lifestyle looks like •Mental wellbeing •benefits of hobbies and social life •Importance of sleep •Role of a balanced diet and part of healthy choices, how this can affect us physically and mentally •Checking for breast and testicular cancer •Myths and facts •How to access help services	<u>RE TOPIC 2</u>	<u>Sexual Health and Consent</u> •Consent •Risks around unprotected sex •Contraception and how to have the conversations •On-line grooming •STDs/STIs •Risks and myths around FGM and its status, laws etc •How to access help services	<u>RE TOPIC 3</u>
	1a	1b	2a	2b	3a	3b

Year 10	<u>Peace and Conflict</u> • Conflict management on a personal scale • The impact of individuals in conflict management on a wider scale • War and international law • Justice and fairness in conflict • The role of the UN • How diplomacy works on a global scale • The role of sport in times of conflict	<u>Preparing for WEX</u> • Range of opportunities for career progression, education, training, employment. • CV's • Work experience • Developing a career identity • Use online strategies to manage and enhance career opportunities. • The labour market, local, national and international employment opportunities	<u>Positive relationships</u> • Characteristics of positive relationships • Difference between flirting and sexual harassment • Abusive relationships • How to respond to unhealthy relationships • Role of pleasure in intimate relationships • Rights, protections, legally recognised marriage and civil partnership • Equality act 2020 • Diversity in romantic and sexual attraction • Access reliable information • Impact of the portrayal of sex in the media /pornography	<u>Drugs, the law, and cannabis</u> • Classification, types and the law • Consequences of substance use and misuse • Wider risks of illegal substance use for personal safety, career, relationships • Effects and consequences and how to seek help	<u>Sexual health and fertility</u> • Different types of intimacy • Online/offline potential consequences • STI's/STD's and how to respond • Sexual health myths, barriers • Health pregnancy and how lifestyle choices affect pregnancy and a developing foetus • Fertility can vary in all people – the menopause/how factors effect fertility • Miscarriage it effects/possibility, support available to those who find it difficult to conceive • Choices and support for unplanned pregnancy	<u>WEX and Careers</u>
	1a	1b	2a	2b	3a	3b
Year 11	How do I manage my money? • Personal Finance • Budgeting • Debt/bankruptcy • Dangers of gambling • Careers in finance • Support available • How does it affect people's lifestyles and futures?	The world of work • Contracts including zero hours contracts • CV's • Mortgage vs. renting • Apprenticeships • College applications • Tax • Payslips	Media literacy and digital resilience • Positive ways to create and share content online (opportunities) • Strategies to enhance their personal, professional reputation • Social media and how it disproportionately features exaggerated	Choices and pathways • Evaluate personal strengths, areas for development, goal setting • How these changes and relate to future career choices and employability • Range of opportunities for career progression,		

			content or inaccurate information •How personal data is generated, collected and shared •How data can be used for influence •Assess bias, reliability and accuracy of digital content •Shared responsibility to challenge extreme viewpoints	education, training, employment •Need to challenge stereotypes about career pathways, maintain high aspirations and embrace opportunities •Information, advice and guidance available to them on careers, how to access support •The labour market, local, national and international employment opportunities •Employment sectors and types and changing patterns in employment over time •Developing a career identity •Use online strategies to manage and enhance career opportunities		
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Appendix 2: By the end of secondary school students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	STUDENTS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form for withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child:		Class:	
Name of parent:		Date:	
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like the school to consider:			
Parent signature:			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	